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TECHNIQUES FOR TEACHING REMEDIAL CASES.

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A DISABLED READER, DEFINED AS A PERSON WHO SHOWS A SERIOUS DEFICIT IN READING ABILITY, CAN BE ONE OF TWO TYPES--CORRECTIVE CASE (IN WHOM THE CAPACITY TO LEARN IS INTACT BUT OTHER FACTORS HAVE INHIBITED PROGRESS IN READING) AND REMEDIAL CASE (A STUDENT WHOSE READING DISABILITY HAS A MORE SERIOUS CAUSE AND CANNOT BE REMOVED). IT IS THE CAUSE OF DISABILITY, NOT THE AMOUNT OF DISABILITY, THAT PLACES A STUDENT IN EITHER CLASSIFICATION. IN PART ONE OF THIS GUIDE, IDENTIFICATION OF THE REMEDIAL CASE IS DISCUSSED. PART TWO DESCRIBES METHODS OF TEACHING THE REMEDIAL CASE--FERNALD MODIFIED VAKT, COOPER, ASSOCIATION, HEGGE-KIRK-KIRK, HELLER, MODIFIED MONTESSORI, INITIAL TEACHING ALPHABET, BLOOMFIELD-BARNHART, GILLINGHAM-STILLMAN, AND SULLIVAN ASSOCIATES PROGRAMMED READING. PART THREE IS A BIBLIOGRAPHY. (AJ)

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Adult Education

TECHNIQUES FOR TEACHING

REMEDIAL CASES

Division of Vocational, Technical, and Adult Education
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TECHNIQUES FOR TEACHING REMEDIAL CASES

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PART I - IDENTIFYING THE REMEDIAL CASE

Because of the millions of functionally illiterate adults in the United States, adult basic education has become an area of increasing concern to educators. Fundamental education exists for the purpose of providing a basic education for those who have had little or no formal educational background. Basic education provides the minimal skills necessary for normal adjustment and function in society.

The adjustment to be made is becoming more difficult for those with limited educational training. The technical changes in the past few years, accompanied by the necessary increase in reading standards, have made it virtually impossible for the literate or semi-literate to qualify for most jobs. The consequence of this situation is commonly known as the poverty chain. With the continuous elimination of lower level jobs without accompanying literacy training, the illiterate or semi-illiterate is forced to sink lower on the economic ladder. Previously adult programs have not been greatly or effectively concerned with this individual and as a result have done little to weaken the poverty cycle.

Since reading is a most important aspect of education in our culture, it is the skill with which the teacher will be deeply involved. The adult educator usually finds that many of his students are disabled readers in some respect, and a few are handicapped to the extent that they cannot learn to read with only normal classroom instruction.

Such students are seriously handicapped and need individual instruction. It is the teacher's responsibility to locate these severely disabled readers, diagnose their difficulties and provide remedial treatment. The educator must identify and treat reading disability cases. If he does not, who will?

When does this job begin? It begins at the first class meeting. The teacher observes the act of reading for initial evidence of reading disability. Through these observations he tries to identify the symptoms characteristic of reading disability. The next step is to substantiate and confirm these findings.

Reading disability has been defined differently by various reading authorities. Therefore, a clear definition of what constitutes a reading disability case is deemed necessary. There is no one set of terms employed by all and often the terms used are vague and contradictory. This bulletin will attempt to define terminology for consistency of ideas and relative meanings.

As a starting point, a disabled reader is defined as a person who shows a serious deficit in reading ability. This is a broad definition and the adult educator will find that most students can be tentatively placed in this category. Therefore, a more stringent classification is necessary if the teacher is to effectively identify the disabled reader.

There are two types of disabled readers: (1) corrective cases and (2) remedial cases. <u>It is the cause of disability, not the amount of disability, that places a student in either of these classifications</u>.

Corrective Case: In this instance the capacity to learn is intact, but other factors have inhibited progress in reading. At times, a single factor may cause the disability, but usually a combination of the following is involved:

1. Little or no educational background.
2. Inferior economic or social background.
3. Emotional problems.
4. Physical factors such as poor hearing, speech or vision.
5. Weakness in specific reading skills.

The improvement, correction or removal of the inhibiting factor or factors is often enough to insure normal progress if the teaching meets the "needs" of the student.

Consider the following example. Mr. Brown is a twenty-nine year old student in an adult literacy class. The Informal Inventory and additional diagnosis disclosed that he is reading at the Introductory Stage (beginning level through the grade three level of reading), specifically level two. The teacher discovers that Mr. Brown has completed the fifth grade and has average intelligence. He finds that Brown is from the lower economic bracket. An appraisal of his physical condition discloses that Mr. Brown has a fairly severe vision problem.

In assessing this information, one can see two main factors affecting his reading ability. First, Mr. Brown could have achieved at least a fifth grade reading level while in school. However, a primary difficulty was his need for glasses. He couldn't see well enough to learn to read. This vision problem was probably so much a part of his physical makeup he was hardly aware of it! Many people go through life seeing a "fuzzy" world. They think they see like everyone else!

The removal of the primary problem (the need for glasses) may make normal progress in reading a possibility for Mr. Brown. As a child, Mr. Brown's status as a member of the lower socio-economic bracket may have hindered his taking advantage of the opportunity to learn; but he has had years of experience to compensate for this. Therefore, Mr. Brown would be classified as a corrective case. He should be able to function within the framework of an adult classroom.

Remedial Case: This term is used to identify the students whose reading disability has a more serious cause or base. They have about normal or above normal intelligence. However, the cause of the disability cannot be removed. One must work around it! Special and intensive help is needed.

Remedial cases may be further broken down into two groups. The first group includes those students known to have neurological damage which affects the communication centers of the brain. They display many symptoms of severe reading disability (see page 6). While these symptoms are easily recognizeable by the adult teacher, only a neurological examination should be used to classify a person as neurologically damaged. Such a person is often said to be an alexic. No teacher should diagnose an individual as alexic!

The second group includes students displaying symptoms similar to those with neurological damage. However, with these cases, there is no firm basis available for saying the cause is neurological. The term SLD or Specific Learning Disability is used to describe these cases.

Both SLD and alexic cases are remedial cases. They require procedures quite different from those used with most corrective cases. Since the cause of the problem cannot be removed, we must work around it. Special methods must be used. These special methods may violate some of the best practices for teaching developmental or corrective reading. But those "best practices" have not worked with the special cases, so other approaches must be used.

This time consider Mr. Green in a theoretical situation and note the information from his records. He is twenty-nine years old and has completed the fifth grade. He is of average intelligence and is reading at readability level two. His physical examination reveals no problems. However, included in his folder are these notations from his previous teachers and instructors: (1) Mr. Green has an extremely short attention span. (2) He is easily distracted. (3) He tends to confuse words that are similar. (4) He sometimes reverses words and word order while reading and writing. (5) His auditory perception is poor.

After a full diagnosis, Mr. Green may be classified as a remedial case. Since he is a remedial case with a problem in auditory discrimination, special work in <u>this</u> area may not help the student. The teacher must work around his problem and seek a teaching method which involves the best multi-sensory techniques for that student.

Mr. Green will need intensive special training in order to develop his reading ability. This student should receive individualized instruction and cannot be expected to function with normal classroom group teaching.

How can one identify SLD cases, some of whom are probably alexic? The following symptoms are common to both types of cases. This is one check to be used in diagnosing the remedial case.

1. Difficulty with spelling. The oral spelling tends to be better than the written.
2. Difficulties with orientation. Confusions between left and right, east and west, etc.
3. Difficulties with time sequence. Trouble getting things in chronological order.
4. Difficulty with arithmetic problems particularly when they cannot be written down.
5. Trouble with figure background relationships.
6. Reversal of the sequence of words at times -- (There once was for "Once there was").
7. Father had difficulty learning to read.
8. Over-dependence on context clues.
9. Capital "I" for small "l," "m" for "n," "doy" for "dog."
10. Confusion of words that look alike.
11. Reversals of form and/or order.
12. Reading and writing reflects speech errors.
13. Repetition of the same response even when not appropriate.
14. Distractability.
15. Difficulty with rhythm.
16. Short attention span.
17. Short anticipation span.
18. Poor concentration.
19. Auditory perception defective.

20. Language mazes.

21. Faulty association of letters, words and objects.

22. Inability to stand stress.

23. Short memory for printed words.

24. Loses place often.

25. Early fatigue in reading lessons.

26. Omission of letters and words.

27. Difficulty with closure (visual).

28. Syntactical difficulties.

29. Repetition of the same mistakes.

30. Handwriting erratic, indicating confusion.

Remedial cases, run the continuum from severe to mild. The symptoms that they reveal are also exhibited in a matter of degree. Different cases exhibit different constellations of symptoms. A student need not demonstrate all these symptoms to be considered a remedial case.

On the basis of observation, discussions and informal testing (See Florida State Education Bulletin on Informal Diagnosis), a case can be classified as remedial. Knowing that regular teaching procedures will not work with this type of student, one asks what methods will satisfy the needs of these students? Some possibilities are suggested in Part II of this bulletin.

PART II - METHODS

Since the more common methods of teaching do not meet the needs of the remedial case, it is necessary to apply a type of methodology that will facilitate his learning to read.

One method devised by Grace Fernald is known as VAKT. It involves the use of the visual (V), auditory (A), kinesthetic (K) and tactile (T) senses simultaneously. Since the student has difficulty in learning to read through the ordinary senses involved in reading (the visual and the auditory), it is necessary to stimulate other senses to aid the reading process.

Most remedial methods used today emphasize the rationale that several senses should be utilized in helping the truly remedial case. The methods described in Part II involve some combination of these senses.

It is through the effective use of these specialized methods that the remedial reader makes the fastest progress in improving his reading skills. The great majority of remedial cases can learn to read if the proper methods are employed.

On the following pages you will find several remedial methods. Try some with your students. Change them if you need to! However, keep in mind that these methods, as a whole, are sometimes tedious. Progress is often slow and difficult to detect. Be sure to allow ample time for the student to make progress before trying another method.

Before beginning the teaching process, try to remove or lessen distracting forces such as noise, movement, and visual stimuli (wall charts, pictures). Remedial cases are highly distractable and a bright, cheery, interesting room is not for them.

The methods presented in this booklet are not discussed in full. The object is to give the reader an idea of the various approaches available to him. For detailed information, the teacher should refer to the books listed in the bibliography.

METHOD: MODIFIED FERNALD (VAKT, Visual, Auditory, Kinesthetic, Tactile)

A. Materials:

4" x 11" paper
pencil
crayon
dictionary
file for word cards

B. Procedure:

1. Have the student select a word he wants to learn. Ask him to use it in a sentence or give its meaning.

2. Ask the student how many parts (syllables) he hears. Help him to verify his answer by using the dictionary with you.

3. Print the word on the 4" x 11" paper using the following procedure:

   a. Say the word.
   b. Say each syllable clearly as it is printed. Pronunciation should begin with the initial stroke. Do not distort the word.
   c. Dot i's and cross t's going from left to right.

d. Underline each syllable while pronouncing the syllable.
e. Say the word.

4. The teacher now demonstrates the tracing technique using the index and second finger. The word is traced in the same way it was printed.

5. Have the student trace the word.

   a. When he hesitates or makes an error, stop him and have him begin again.
   b. Keep a record of the number of tracings.
   c. Be sure to praise success -- do not stress errors.

6. When a student feels he knows a word, he may print it on 4" x 11" paper.

   a. Compare it with the original.
   b. When he has two successive printings correct, he dates the word and files it.
   c. If he is unsuccessful, he retraces the original copy.

7. Retention checks should be made the next day.

C. Pertinent Points:

1. This is a very time consuming method.

2. Learning occurs in four stages:

   a. The student learns through tracing.
   b. Tracing is eliminated.
   c. Student learns from books.
   d. He generalizes.

METHOD: MODIFIED VAKT (Crayon Scraping Method)

A. Materials:

4" x 11" paper
red crayon
pencil

B. Procedure:

1. The student selects the word to be learned.

2. The teacher prints the word in crayon and pronounces it as it is printed.

3. The student traces the word with the tips of his first and second fingers.

4. He is instructed to take the word home and trace it with a pencil pronouncing the word as he does this.

5. The student takes the card home and continues the process until no red crayon is seen.

C. Pertinent Points:

1. It takes 60-80 repetitions to cover the crayon.

2. Little supervision is needed.

3. The student must be thoroughly motivated to read before this method can be used effectively.

4. This is particularly effective in teaching words that the student consistently confuses or forgets (where, when, etc.)

METHOD: COOPER (Sandtray Method)

A. Materials:

large tray with sand
Magic Marker
3" x 5" cards
pencil
file

B. Procedure:

1. The student selects a word from a controlled list.

2. As the student watches, print the word on a 3" x 5" card. Pronounce each syllable as it is printed, but do not distort the word.

3. Ask the student to look at the word and pronounce it, enunciating each syllable clearly.

4. Ask him to close his eyes and try to "see" the word as he says it syllable by syllable.

5. Remove the card and have the student print the word in the sand using the tips of his first and second fingers. The student says the word slowly as he prints it.

6. Compare the sand word with that on the card. Repeat until correct.

7. Use the word in a sentence on the back of the card and then file the card.

C. Pertinent Points:

1. It is inexpensive.

2. Do not use a book with student until the vocabulary of three pre-primers is introduced.

3. Ease off the technique as the student learns more easily.

4. This method may be employed with those students whose problem is not severe.

5. This method is particularly helpful with words the student can't remember from day to day. It may be used to supplement other methods.

METHOD: ASSOCIATION METHOD

A. Materials:

paper
pencil
picture or object of word to be learned
Northampton Yale Charts

B. Procedure: (elementary)

1. The student produces the sounds composing a word. i.e. b - a - t

2. Next, the word is matched with the picture or object.

3. The student copies the word sounding each letter as he prints it.

4. The teacher says the words as the student watches the lip movement.

5. The student says the word and identifies the picture that goes with it.

6. The student next prints the word from memory.

7. When the word is spoken into his ear, the student matches the picture.

C. Pertinent Points:

1. The student should build a vocabulary of 50 words in this way before reading a book.

2. It is important to be precise in the articulation.

3. This is one of those "last resort" methods!

METHOD: HEGGE - KIRK - KIRK (Grapho-vocal Method)

A. Materials:

Text: Remedial Reading Drills
letter cards

B. Procedure:

This is basically a letter phonics and family phonics approach. A small test provides information for the teacher and lessons for the student. The basic process involved is outlined below.

1. Before beginning drills, teach the sounds of letters s, short a, c, t, and p. Have the student give a word with each of these sounds in it.

2. Have the student say the sound and print the letter representing the sound from memory.

3. Then print words such as CAT, PAT (with letters separated) and have the student blend the sound into words.

4. When he is able to blend three sounds into a word, begin using the Remedial Reading Drills.

5. Use the grapho-vocal method to build up vocabulary.

6. Build sentences and stories of words learned in the drills and introduce words such as the and was as wholes.

7. When most of the drills are completed, move into suitable texts. Continue the drills utilizing the larger visual units such as ang and ound.

8. When the drills are completed, utilize regular methods of instruction.

C. Pertinent Points:

1. Do not use this method with students who have severe difficulty in distinguishing between sounds.

2. Be sure the sounds are pronounced properly.

3. Use this approach with severe reading disabilities.

4. All auditory and visual defects should be corrected before embarking on this method.

METHOD: HELLER

A. Materials:

A card with the word to be learned on it.

B. Procedure:

1. Select any word such as "work."

2. The teacher carefully pronounces the word several times.

3. This is followed by spelling out the word slowly and clearly.
i.e. W - O - R - K

4. Steps 2 and 3 are repeated as often as necessary to be sure the student is familiar with the sound and letters of the word. In this way an auditory experience is built up.

5. The student is now asked to join in saying and spelling the word. The number of repetitions varies.

6. The student continues on his own in the same rhythm.

7. The student is now shown the word and should be able to read it.

C. Pertinent Points:

1. This is a cumbersome and time consuming method and should be used when all other methods fail.

2. Words are more easily forgotten.

3. It is less efficient than other methods, but it works with some remedial cases.

METHOD: MODIFIED MONTESSORI

A. Materials:

sandpaper letters
pipe cleaner letters

B. Procedure:

1. Have the student handle the letters made from sandpaper or pipe cleaners.

2. Have him match letters that are alike.

3. After handling, looking and feeling the letter, the student learns the name of each and the sound(s) represented.

4. Arrange letters so that they make words.

5. Have the student trace over the words and say them as he traces.

C. Pertinent Points:

1. This approach may be modified in many ways. Cards with pictures and letters or pictures and words have proven helpful. The sandpaper or pipe cleaner letters are glued to the cards.

2. It is slower than some other methods. It does combine well with the Hegge-Kirk.

3. One sense is developed at a time as the student progresses from the concrete experiences (touching the letters) to the abstract (reading the words).

METHOD: i/t/a

A. Materials:

i/t/a charts
i/t/a Handbook for Writing and Spelling
(See bibliography)

B. Procedure:

1. Each sound is represented by its own symbol. A total of 44 symbols is used.

2. The student learns to associate the sound and symbol. He later learns to write and combine them in various exercises.

3. Each lesson contains four parts:

a. Readiness activities: new words are introduced.
b. Guided reading.
c. Extension of skills.
d. Supplementary activities.

4. Contents of program:

a. Books 1-3, symbols are taught.
b. Book 4, stresses structural analysis.
c. Books 5-6, at the end of Book 6 transition to traditional orthography.
d. Book 7, completes transition.

C. Pertinent Points:

1. This method has not been used extensively with remedial cases. It does, however, provide a new area for investigation.

2. The alphabet is not used to supplant the traditional alphabet.

3. Writing is encouraged at early stages.

METHOD: BLOOMFIELD-BARNHART (Linguistic Method)

A. Materials:

Text: Let's Read by Bloomfield & Barnhart

B. Procedure:

1. The student first learns all the letters of the alphabet, both capital and small.

2. Letters are arranged to form words and the student is asked to spell out the word. There is no attempt at this time to convey the meaning of the word. Be sure the student uses a left to right progression in naming the letters.

3. Introduce the first reading materials (lesson 1-36). At this time the student learns to "read" the word as well as spell it. Introduce only a limited number of words at each lesson.

4. The first reading materials introduce words whose vowels and consonants maintain the same sound.

5. Lessons 46-71. Introduction of the speech form written with the letter s. During this time, regular values are assigned to 2 and 3 letter combinations.

6. Lessons 72-97. Pairs of vowels are assigned sounds of regular value.

7. Lessons 98-151. Irregular words are taught.

8. Lessons 152-199. Irregular spellings of vowel sounds.

9. Lessons 200-245. Irregular spellings of consonant sounds.

C. Pertinent Points:

1. A very severe amount of intellectual effort is necessary.

2. Reading lessons should be short.

METHOD: GILLINGHAM-STILLMAN

A. Materials:

Text: Remedial Training for Children With Specific Disability in Reading, Writing, and Penmanship.

B. Procedure:

1. This method places emphasis on "linkages" or the process by which letter combinations are taught.

2. Three linkages are stressed:

   a. translation of the seen symbol into a sound.
   b. translation of the sound into a name.
   c. translation of the sound into a written symbol.

3. These linkages stress the uses of visual, auditory, and kinesthetics.

C. Pertinent Points:

1. A text is needed for full details concerning this method.

2. A basic requirement is that the student needs to know the name of each letter.

3. It is an extremely cumbersome method.

METHOD: SULLIVAN ASSOCIATES PROGRAMMED READING

A. Materials:

Select the following at the appropriate level:
manual
diagnostic placement test
programmed text
storybook
sound-symbol cards (Prereading, Series I)
filmstrips (Series I)
test booklet (Series I, II)
alphabet cards (Prereading, Series I)
post tests

B. Procedure:

Prereading Level

1. Teach the letters of the alphabet.

2. Develop a sound-symbol relationship.

3. Have the student use the Primer programmed text.

4. Administer the Reading Readiness test after the first three parts of the Primer have been completed.

5. Continue to the end of the Primer.

Series I (Level 1)

1. Administer the diagnostic test.

2. Show filmstrip 1 which will introduce the words and concepts to be presented in Programmed Text 1.

3. Have the student use Programmed Text 1.

4. Have the student read Storybook 1.

5. Administer Test 1 in the test booklet.

6. Proceed in the same way until all seven books have been completed.

7. At the end of Series I, 400 words will have been introduced as well as several forms of punctuation.

Series II (Level 2)

1. This series follows the same procedure except that there are no filmstrips.

2. The content in this series has been expanded to include poems and selections in science and social studies.

3. At the end of Series II, 979 words have been added to the student's vocabulary.

C. Pertinent Points:

1. This method is based on a sound-symbol relationship.

2. No special instructions are needed after initial introduction.

3. Manuals are complete, helpful and necessary.

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